

## HUNTER-KINARD-TYLER HIGH

7066 Norway Road  
Neeses, South Carolina 29107

**GRADES** 7-12 Middle School

**ENROLLMENT** 367 Students

**PRINCIPAL** Titus Duren 803-263-4832

**SUPERINTENDENT** Dr. Sandra F. Tonnsen 803-534-8081

**BOARD CHAIR** Mr. Aaron Rudd 803-534-8081

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**BELOW AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	28	11

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

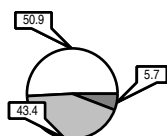
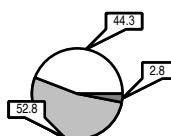
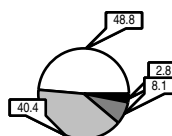
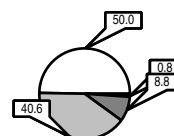
**FOR MORE INFORMATION, VISIT WEBSITES AT:**





**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Excellent	N/A
<b>2002</b>	Below Average	Below Average	N/A
<b>2003</b>	Below Average	Unsatisfactory	No
<b>2004</b>			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Mathematics****English/Language Arts****Middle Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>			
<b>Percent satisfied with learning environment</b>			
<b>Percent satisfied with social and physical environment</b>			
<b>Percent satisfied with home/school relations</b>			

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	115	100.0	44.3	52.8	2.8	N/A	2.8	17.6
Gender								
Male	57	100.0	51.9	46.2	1.9	N/A	1.9	17.6
Female	58	100.0	37.0	59.3	3.7	N/A	3.7	17.6
Racial/Ethnic Group								
White	28	100.0	45.8	54.2	N/A	N/A	N/A	17.6
African-American	87	100.0	43.9	52.4	3.7	N/A	3.7	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	92	100.0	37.9	58.6	3.4	N/A	3.4	17.6
Disabled	23	100.0	73.7	26.3	N/A	N/A	N/A	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	115	100.0	44.3	52.8	2.8	N/A	2.8	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	115	100.0	44.3	52.8	2.8	N/A	2.8	17.6
Socio-Economic Status								
Subsidized meals	98	100.0	46.7	50.0	3.3	N/A	3.3	17.6
Full-pay meals	17	100.0	28.6	71.4	N/A	N/A	N/A	17.6

Mathematics								
All students	115	100.0	50.9	43.4	5.7	N/A	5.7	15.5
Gender								
Male	57	100.0	51.9	46.2	1.9	N/A	1.9	15.5
Female	58	100.0	50.0	40.7	9.3	N/A	9.3	15.5
Racial/Ethnic Group								
White	28	100.0	50.0	41.7	8.3	N/A	8.3	15.5
African-American	87	100.0	51.2	43.9	4.9	N/A	4.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	92	100.0	42.5	50.6	6.9	N/A	6.9	15.5
Disabled	23	100.0	89.5	10.5	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	115	100.0	50.9	43.4	5.7	N/A	5.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	115	100.0	50.9	43.4	5.7	N/A	5.7	15.5
Socio-Economic Status								
Subsidized meals	98	100.0	53.3	42.4	4.3	N/A	4.3	15.5
Full-pay meals	17	100.0	35.7	50.0	14.3	N/A	14.3	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	60	N/A	45.0	51.7	3.3	N/A	3.3
	Grade 8	64	N/A	39.1	53.1	7.8	N/A	7.8
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	48	100.0	48.9	48.9	2.2	N/A	2.2
	Grade 8	67	100.0	41.0	55.7	3.3	N/A	3.3

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	60	N/A	68.3	26.7	5.0	N/A	5.0
	Grade 8	64	N/A	37.5	56.3	4.7	1.6	6.3
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	48	100.0	42.2	48.9	8.9	N/A	8.9
	Grade 8	67	100.0	57.4	39.3	3.3	N/A	3.3

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 367)				
Students enrolled in high school credit courses (grades 7 & 8)	0.9%	Up from 0.7%	6.1%	14.4%
Retention rate	7.9%	Down from 12.6%	3.9%	2.3%
Attendance rate	94.3%	Down from 100.0%	94.7%	95.2%
Eligible for gifted and talented	5.1%	Down from 6.9%	5.9%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	19.3%	Down from 20.1%	16.8%	14.1%
Older than usual for grade	12.0%	Down from 13.8%	8.3%	4.9%
Suspended or expelled	1.4%	Down from 2.6%	2.0%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 32)				
Teachers with advanced degrees	56.3%	Up from 48.5%	46.0%	47.1%
Continuing contract teachers	81.3%	Down from 81.8%	76.9%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	68.8%	Up from 67.2%	79.6%	84.3%
Teacher attendance rate	95.0%	Up from 94.8%	94.3%	95.0%
Average teacher salary	\$42,040	Up 4.8%	\$38,859	\$39,924
Prof. development days/teacher	10.2 days	Up from 7.2 days	10.8 days	10.7 days

School				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio	20.4 to 1	Up from 18.8 to 1	19.2 to 1	21.0 to 1
Prime instructional time	87.2%	Down from 93.9%	87.2%	88.9%
Dollars spent per pupil*	\$11,781	Up 11.6%	\$6,473	\$5,854
Percent spent on teacher salaries*	46.6%	Down from 57.0%	59.6%	62.0%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	57.9%	Down from 94.5%	88.8%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Hunter-Kinard-Tyler High School strives to promote excellence, student by student, by preparing students to become successful, productive citizens. While providing a sound instructional program that is challenging and based on proven practices, the staff encourages students to reach their fullest potential. Instructional lessons are planned and built upon the South Curriculum Standards. Various teaching strategies, techniques and resources such as NovaNet, NetSchools and Learning Focused Strategies are implemented to enhance student learning. Under the Comprehensive School Reform Demonstration Grant to implement School Renaissance, we will continue to strengthen our academic program by emphasizing continuous reading, math and writing improvement.

In keeping with our motto, "Promoting Excellence," we believe that all individuals can learn and that learning is life-long. Job shadowing experiences, career development opportunities, and extra curricular activities such as academic clubs, organizations, band and athletic teams are available to ensure students receive a well rounded education. Students are recognized for their participation, efforts and achievements. They receive certificates, trophies and other incentives during academic awards programs, the band spring finale and the athletic banquet.

Parents, community members and volunteers are vital to our school and are involved with academic as well as extra curricular activities. Parent nights are held to recognize and thank them for their support.

Parents, teachers, students and the community have an important role in education. Together we can educate our children so that they become successful, productive members of society. We must work together because all people have value and can make worthwhile contributions to society. We look forward to our continued partnership where we are "Promoting Excellence."

Renee M. Ritter  
Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.